

Core Question 3: Is the organization effective and well run?

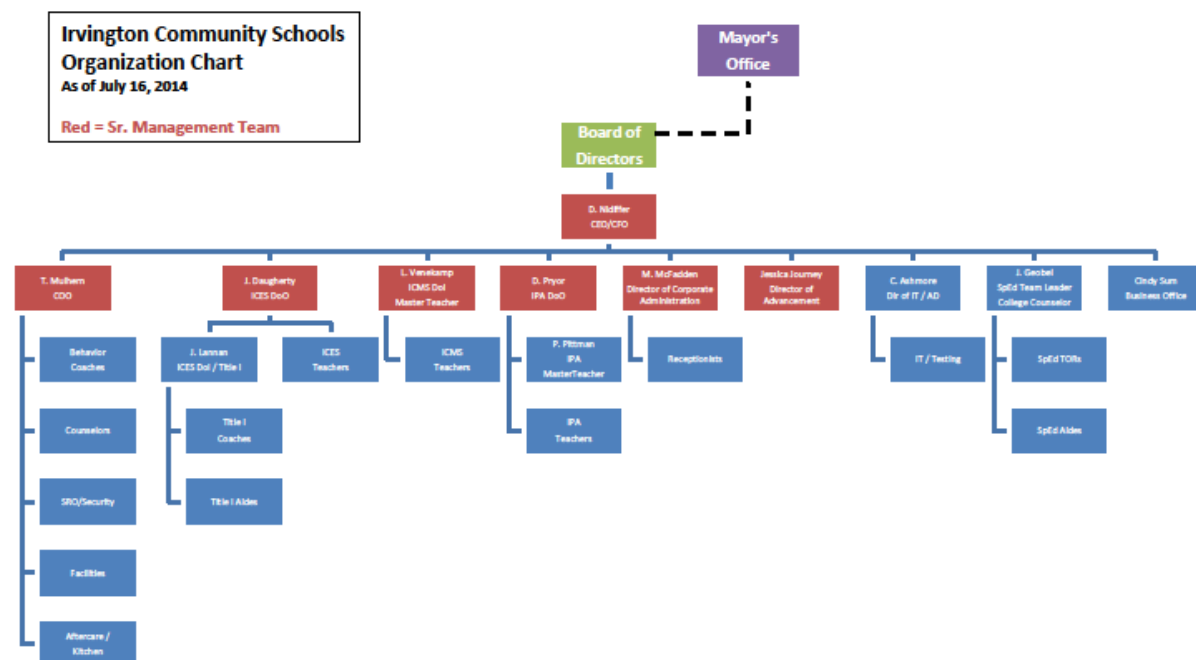
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	MS	MS	MS	MS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						ES
	Communication with internal and external stakeholders						MS
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						AS
	Consistency in providing information to and consulting with the schools' board of directors						MS

Irvington Community School (ICS) operates similar to a network, serving students K-12 in three separate facilities. The school leadership team, comprised of a Chief Executive Officer (CEO) who also operates as a Chief Financial Officer, a Chief Operations Officer (COO), as well as Directors of Operation (DOO) for grades K-5, 6-8, and 9-12, demonstrated sufficient academic and operational expertise and has remained exceptionally stable over time. Roles and responsibilities are clearly delineated with the CEO maintaining oversight of all other leaders.

Internally, DOOs maintained frequent communication with their students, families, and staff and participated in regular meetings with the CEO. The CEO and COO were responsible for the majority of communications with external stakeholders, including the board of directors, Mayor's Office (OEI), and community partners.

Organizational Chart



Leaders at ICS consistently reflected upon several areas of school data to inform day-to-day decisions. At every grade level, ICS has developed robust data analysis systems that allow the schools to intentionally direct supports to students. Specifically, at the 6-8 level, leaders have utilized TAP to develop teacher leaders and improve classroom instruction. At the 9-12 level, leaders used credits earned, attendance, discipline, and assessment data to inform programming and student supports. While the DOOs were able to engage in a process of continual improvement for student academic achievement throughout the year, the network leadership struggled to identify adequate systems and practices to maintain a balanced budget. This led to emergency cuts at the end of the year that left the school in a precarious situation.

The CEO was primarily responsible for providing information to the board of directors and prepared a thorough report before each meeting. Reports contained a combination of financial, academic, and operational information as well as policy updates and recommendations. DOOs often joined meetings either to directly present information or to answer questions.

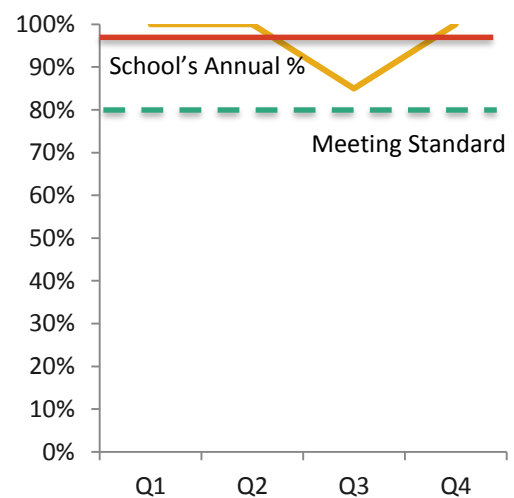
Due to the consistently effective operational and academic leadership of ICS, the school receives a [Meets Standard](#) on this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.2 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	AS	AS	AS	DNMS	DNMS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

In response to previous concerns with compliance reporting, the school hired a Director of Corporate Administration (DCA) for the 2014-2015 who was primarily responsible for submitting reports. Throughout the year, the DCA ensured timely submission of reports, with 96% being submitted on time or early (see chart to the right). Additionally, the DCA helped improve communications between the school and the Mayor's Office (OEI) and supported with scheduling and attending meetings.

ICS maintained compliance with all material sections of its charter and submitted amendments as necessary. DOOs and the DCA attended and actively participated in all meetings with OEI. For these reasons, ICS receives a **Meets Standard** on compliance obligations.

On-Time Compliance Reporting Percentage (3.2a)



3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?							
Indicator Targets	Does not meet standard			The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.			
	Approaching standard			The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.			
	Meets standard			The school complies with and presents no concerns in the sub-indicators below.			
	Exceeds standard			The school consistently and effectively complies with and presents no concerns in the sub-indicators below.			
3.3 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	MS	MS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						AS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						AS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

After a year of focusing on new director recruitment, the board of directors for ICS expanded its roster for the 2014-2015 year to include individuals with experience in law, education, marketing, business and technology, and engineering. Additionally, to stay aligned with the school's vision of being a community school, several directors are parents and/or community members. Three directors rolled off the board throughout the year,

but the majority of the roster remained stable. While the board has expanded its membership and skillset, given the financial challenges the school has faced, it would benefit by having more directors with a finance background.

A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission of providing students with a rigorous, community-based and well-rounded education. Directors regularly discussed a variety of topics concerning school operations including academic goals and data, school events, fundraising, technology, facilities, and policy review and revision. When meeting, directors were regularly engaged in discussions and offered expertise where appropriate. During much of the year, the board worked to establish new systems as it moved from a founding board to a more strategic board. This included creating several committees, revising the meeting schedule, reviewing and revising board policies, and developing a dashboard for improved efficiency in oversight. While these changes did move the board towards being more strategic, concerns continued to be raised over the state of the school's finances.

Skill Sets Represented on Board

Finance



Education



Business/
Marketing



Legal



Community



Healthcare



Board Overview

Irvington Community School, Inc. holds the charter for Irvington Community School.

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Members

majority
Required for Quorum

The ICS board held monthly meetings for the 2013-14 school year.

Irvington Community School is the only school operated by the board. Currently, it does not contract out with a Charter Management Organization or an Education Service Provider.

The Board Chair and CEO maintained consistent communication with one another and both provided regular school updates to OEI. However, despite OEI's noted concerns with the state of ICS's finances for the past several years, it wasn't until the end of the year when the school received a formal Notice of Deficiency from OEI that the board took additional steps to more actively oversee finances.

Regarding governance operations, the board maintained proper oversight of its bylaws. All meetings abided by Indiana Open Door Law and minutes were readily available in an appropriate amount of time. Overall, the school receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	n/a	n/a	n/a	n/a	AS	AS	
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						MS
	Annual utilization of a performance-based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						MS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						DNMS

During the 2014-2015 school year, the ICS board held quarterly meetings at which several stakeholders, including the CEO, COO, and DOOs provided updated reports. Board packets were provided to all directors prior to meetings that allowed for review and meaningful discussions. Additionally, the expanded roster allowed for four committees (Executive, Finance, Development, and Policy) to meet in between regular board meetings and for directors to focus on specific areas of school oversight.

Annually, the CEO and DOOs receive a thorough evaluation, with the board evaluating the CEO and the CEO evaluating the DOOs. They all worked collaboratively in the beginning of the year to review school data and develop rigorous goals for the year. Evaluations were based upon the school's performance on these goals as well as on staff feedback. There were concerns with the board's evaluation with the CEO for the 2013-2014 school year, causing the board to reexamine both the instrument and method of the CEO evaluation for the 2014-2015 school year. As for its own performance, the board contracted with BoardOn Track, a charter school

board consulting organization, to support the board's move toward operating more strategically. The board held a retreat, engaged in training, established goals, and participated in an evaluative survey to determine its progress throughout the year.

In all observed interactions, the board and the school leadership team appeared to have a positive and collaborative working relationship. The board provided a significant amount of autonomy to the CEO to use his expertise to make school-level decisions. While the school has managed a great deal of success in several areas, finances continued to be a concern to OEI. As noted above in 3.1 and 3.3, as well as included in the past several years of financial accountability reports, ICS has not met standard on financial indicators for the past several years. Despite this, no drastic steps were taken to more thoroughly oversee finances or to direct the CEO towards corrective action until late in the school year.

While the board utilized several methods for self and school evaluations, it did not establish sufficient goals, priorities, and direction towards improving the school's financial standing. For these reasons, ICS receives an **Approaching Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	MS	MS	MS	AS	MS	MS	
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2014-15, ICS's facilities met all health and safety code requirements and provided safe environments conducive to learning. The design, size, maintenance, security, equipment and furniture of the facilities were

all adequate to meet the needs of students, staff, and visitors. After some renovations at the middle school facility, the buildings were accessible to all, including people with physical disabilities. The Mayor's Office monitoring of ICS's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a **Meets Standard** for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
Indicator Targets	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
3.6 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	N/A	N/A	N/A	N/A	AS		
Sub-indicator Ratings	Sub-indicators						Rating
	90% - 95% of ICS students in grades Kindergarten through 11 th grade will retain enrollment with ICS from the last day of the 2014-2015 school year to the first day of the 2015-2016 school year.						MS
	80% - 84% of office referrals for behavior will come from students who have been with ICS for less than four years.						AS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned with or support the school's unique mission. All data for school-specific goals are self-reported by the individual school.

In the 2014-15 school year, ICS set its first non-academic goal around retaining students from year to year. The school reported that 91.8% of students were retained from the last day of the 2014-2015 school year to the first day of the 2015-2016 school year. Therefore, the school **meets standard** on this goal.

ICS set its second goal around the percentage of office referrals from students who have been at the school for less than four years. The school reported that 76% of referrals came from students who have been at the school for less than four years, and therefore is **approaching standard** on this goal.

Overall, due to the ratings of the individual goals above, Irvington Community School receives an **Approaching Standard** on this indicator for the 2014-15 school year.